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## TEACHERS' RIGHTS & RESPONSIBILITIES

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*Extracts from his address at the Convocation of The Maharaja Sayajirao  
University of Baroda, October 4, 1952.*

A university can be a centre of light and learning if it functions in an atmosphere of freedom. It cannot discharge its duties properly if it is dominated by influences from outside. If the State or a party interferes with its working it will cease to be a real university. It must be hospitable to all creeds and offer opportunities for uncontrolled investigation. It must be impartial in its attitude to all cults and 'isms', so long as the safety of the commonweal is not imperilled. Narrow partisanship spells disaster. Teachers must be free to teach according to their lights within the framework determined by the academic authorities. Nor must there be any tampering with standards of teaching and examination on the part of the State. All this warning should be superfluous in a progressive country. But signs are not wanting which indicate in our own country a tendency to infringe the academic independence of the universities. Both in the Union Ministry and in some States there has been a move in recent months, in the name of a higher standard, to curtail this independence. This move must be strenuously resisted. Of course, where the State contributes largely to the funds of the university, a certain measure of financial supervision is necessary. But the freedom of the university to prescribe courses of study, appoint teachers, and determine the standards of its

degrees must remain unfettered. After all, the public is the best judge. It discriminates between good and bad degrees. It knows what value to attach to a cheap degree. The decision of the Inter-University Board urging the Government of India to withdraw the proposed University Bill, intended to co-ordinate and determine standards of education in universities, is wise and it is hoped their authoritative view will prevail. The proposed Bill savours of totalitarianism.

In order, however, that this academic freedom should flourish, it is of the utmost importance that teachers should be free from financial worries. Hunger drives one to subservience and then to despair. Love of knowledge and devotion to truth will fade in the presence of want. Idealism and destitution go ill together. Teachers' salaries in our country are so low that one wonders whether the powers that be realise how seriously they are damaging the future of the country at its fountain-head. A discontented teacher, almost always on the verge of want, is a grave menace to the community, a greater menace than an inefficient teacher. The well-being of teachers should be a matter of national concern. Their work is crucial in the attempt to maintain peace and security. It should cause anxiety to watch the reluctance of able persons to join the teaching profession and the readiness with which they seize any

opportunity to leave it. It has been observed that it is an international problem. In a report on "International Study of Teachers' Salaries" submitted to the last Delegate Assembly of the World Organization of the Teaching Profession, Mr. Eugene Hammer states: "We must face the fact that only by paying adequate salaries can we guarantee a good future for education . . . A teacher who heads a family of three and has no other source of income is unable to support his family on a level comparable to that enjoyed by the average family . . . A conservative goal to strive for would be a salary average at least three times that of the per capita income". Many teachers are compelled to supplement their incomes by seeking additional employment. This is bound to affect their efficiency. Teachers' salaries in India are inadequate in all stages of education, but particularly so in the elementary schools. In many states the office peon gets higher wages than a teacher. It is all very well to preach the ideal of plain living and high thinking. But too often it amounts to living in want and no leisure for any thinking at all. Until such time as the States can effect a general revision of teachers' salaries there should be provision at least for benefits such as reduced house rent, medical care, free tuition for children, widows' and orphans' insurance schemes, and suitable retirement plans.

Teachers have some grave obligations and also some rights. They should have the right to conditions of work that will enable them to function efficiently; for instance, leisure for preparing lessons and manageable numbers in a class. They should have the right to a salary that will reflect their professional status, the right to protection against dismissal without just cause; the right to professional freedom. "A few should not control what is taught and the way it is taught. Every teacher should have a philosophy and know why he is teaching a subject, and why he is using the method he is using. There is need for more of this type of freedom". They should have the right to hold any religious or political belief,

provided there is no attempt to indoctrinate the pupils. They should have the right to full participation in political life. All these rights must be safeguarded, but they must first be earned. Certain duties have also to be performed, some obligations fulfilled. Responsibilities must be assumed. Teachers have duties to their pupils; they have to develop character as well as mental and manual ability. There are duties to the community and to fellow-teachers. There is a duty to live up to reasonable standards of conduct and service. In an era of universal education, a country needs hundreds of thousands of teachers. It is desirable, therefore, that they should be made aware of their obligations. The uncertainty, the drift, the absence of ideals in the teaching profession have been well expressed in the following lines of Mildred Howland:

How shall we teach  
A child to reach  
Beyond himself and touch  
The stars,  
We who have stooped so much?  
How shall we tell  
A child to dwell  
With honour, live and die  
For truth,  
We who have lived a lie?  
How shall we say  
To him, "The way  
Of life is through the gate  
Of love",  
We who have learned to hate?  
How shall we dare  
To teach him prayer  
And turn him toward the way  
Of faith,  
We who no longer pray?

All over the world there is talk of human rights. That is as it should be. But to set the balance right, let us think of the other side, and have a declaration of human duties. It has been well said that "the enforcement of a standard is a matter of self-preservation against unscrupulous members within a profession and against unjust public criticism". Constant vigilance is called for both in the performance of duties and the striving for rights,

# REVOLUTIONISE OUR SYSTEM OF EDUCATION

ANANTA RATH, *Russelkonda.*

1. The burning topic of the day is to reorganise (nay, to revolutionise as I would like to say) the present hackneyed system of education devised originally by our alien masters to create clerks and other agents to help them to run their administration here. There are three main stages in this system, namely, the Primary, the Secondary and the University, and a pupil at the end of every stage is fit only for becoming a servant as a clerk or a teacher or any other such officer. He is not at all able to eke out a living without some such service in an office. It is high time that this defect is summarily removed.

2. No doubt, that the three stages of education now obtaining in the present system should remain. But they should be properly co-ordinated so that a growing pupil should be able to pass through all these stages if he so desires in view of his innate potentialities. All the same at the end of every one of these three stages a student should find himself self-sufficient to get on well in society with a fair living. So if Secondary Education is to be remoulded, along with it Primary as well as University Education should also have a corresponding change: no change can be effected in the education of one stage without having in view the other two stages.

3. As we have seen the basic system of primary education a system devised by that frail bodied half-naked fakir of India is being worked out (no doubt with the best of intentions) without having a subsequent continuous stage for those who will leave the basic stage I mean the senior basic stage. A corresponding reshuffling of the present secondary education scheme as worked out now in our schools is the immediate need.

4. At the end of the primary stage a student should feel that he can either

choose a career in life basing on his primary education or that he can continue his studies in a high school with a reorganised scheme. The education that is to be imparted in high schools should be such as to enable a student in a similar way at the end of the High School stage either to enter a career basing on his High School education or to enter the portals of the University. At no stage should the system of education be rigid. It should be flexible to enable the student to choose either path as explained above. It should keep the man-power of our land ever engaged in life without any amount of wastage in the form of "unemployment" and all the same this system should produce the best genius in every walk of life from among this man-power. In my little mind I conceive that the following may be a suitable scheme of secondary education which can be worked out in our Indian schools.

## THE SCHEME PROPOSED

The programme should include the following three main groups of subjects, namely, (A) Cultural Group, (B) Vocational Group and (C) Physical Group.

Group A—Cultural Subjects:

(9 a.m. to 12 noon—3 hours.)

(1) Languages:—

(i) Oriya (mother-tongue) (ii) Hindi or Hindustani which is to be the language of the Central Administration. The two languages should carry 400 marks, Oriya (mother-tongue) 200 and Hindustani 200.

(2) Elementary Mathematics on the lines of the Madras S.S.L.C. scheme carrying 100 marks.

(3) General Science as now carrying 100 marks.

(4) Indian History and Geography—mere outlines, carrying 50 plus 50.

(5) Civics & Sociology and General Knowledge—Social customs, traditions and laws which are of daily use in life carrying 100 marks.

(6) One of the following subjects :—

(i) Sanskrit, (ii) English, (iii) Advanced Mathematics including Algebra, Geometry, Trigonometry and Mensuration, (iv) Physics and Chemistry and any other subject not included in this Group A, and in Group B below.

*Group B—Vocational Subjects :*

(1 p.m. to 3 p.m.—2 hours.)

Two subjects from the following carrying 200 marks.

(1) All the handicrafts that are available in our province (Orissa has a name for her splendid handicrafts of the past and it is but proper that they should be revived now).

(2) Agriculture and Horticulture.

(3) Fishing and Fish Rearing (in schools that are beside the sea or the Cilka Lake, or big rivers like the Mahanadi, or reservoirs like the one at Russelkonda ; Schools at Puri, Chatrapur, Khalikote, Gopalpur, Suruda, Cuttack etc. can teach this vocation.

(4) Navigation (in Ganjam, Puri, Cuttack and Balasore districts).

(5) Forestry (in places like G. Udayagiri, Phulabani, Balliguda, Tikkabali etc.).

(6) Drawing and Painting.

(7) Music. This is intended for all in general and girls in particular.

(8) Commerce and Trade : (Orissa has a sea adjoining it towards the east. This situation of hers has enabled her in the past to carry on trade over the sea not only with the other parts of India along the coastal strip all round, but with foreign countries as well. Now the old facilities for trade should be revived through education.)

(9) Any such other subjects which will provide a vocation to the pupil after leaving the secondary school.

*Group C—Physical Training :*

(3 p.m. to 4-30 p.m.—1½ hours.)

Here should be one paper carrying 50 marks. Practical examination, — 50 marks.

(1) Scouting : (The Principles & Practice.)

(2) Military Drill : Elementary principles of military science. It may be noted that Orissa was famous for her military power both in land and on sea from time immemorial. Opportunities should be given to effect a revival of the taste in the youths now.

(3) Gymnastics : Pranayam, asans, dandis, etc. and the principles involved therein.

(4) Games and Sports : These should be played out of regular hours after 4-30 p.m.

N.B.—Every teacher is expected to know and teach the principles of Scouting, Military Science, principles involved in Gymnastics and Games and Sports. He is to be entrusted with the teaching of these principles. If required every teacher should be made to undergo Refresher Courses to handle these subjects.

## GIRLS' EDUCATION

Girls may be given the same education with boys if they so intend. But it will be better if they be imparted special education befitting their nature. Their training should be such as would make them good housewives, good mothers and good teachers of their own children before they are sent to public schools.

Thus the scheme envisaged has three Groups being compulsory to all the students, optional subjects being included in Group B. The marks and time allotted are as follows :—

Group A—900 marks & daily 3 hours.			
Group B—200	"	"	2
Group C—100	"	"	1
Total	1,200	"	6

The paper in Group C will have 50 marks in theoretical knowledge. The other 50 marks will be for practical ability. Other details regarding minimum for a pass, divisions, distinctions, etc. may be considered after the scheme is accepted.

# CHILD — THE FATHER OF THE MAN

S. RAMANATHAN, B.A., L.T., *Karur.*

The wealth of a nation does not lie in the undulating slopes and heights of its soaring mountains. It is not to be sought for in its mineral resources, in its coal-fields and gold mines, in its winding rivers and fertile deltas. But on the other hand children constitute the wealth of a nation, the budding potential resources of a country. Perhaps this was the reason why in the Second World War when London stood in danger of bombing from German air raids, hundreds of thousands of children were shipped away to safety and security in the hospitable shores of Canada where they could be brought up till the war was over. That is why even at the present day in the theatres of war operations in Korea, schools, nurseries and educational institutions are kept immune from air-raids or attacks on the basis of well-established conventions of international understanding.

The present age may be looked upon as the age of the child. It is only from the end of the 19th century and the beginning of the 20th that the personality of the child has been recognized and has received the attention and consideration that the problem deserves. In the 17th century and at the outset of the 18th century, the children were looked upon as wooden dummies, as clean slates for the veteran educator to experiment upon, for the stern unbending school master to fashion and mould upon. The eighteenth century was primarily the age of the school master, the era the birch and the rod. The school master dominated the class-room like a colossus and the children shrank into a corner like Pygmies at the dreaded approach of the cyclop with the single eye. The schools depicted by Charles Dickens in his *Nicholas Nickleby*, *Oliver Twist* and *David Copperfield* are all schools where the school master was all in all and the children were looked upon as chattels or dumb driven cattle

without any spark of individuality or distinctive features of their own. The Village School master immortalized by Goldsmith in his *Deserted Village* passing rich with forty pounds a year, with his words of learned length and thundering sound, was a school master of the old type at whose dull jokes and lifeless humour, the urchins were bound to laugh at the point of the bayonet or at the point of his rod. Such school masters knew nothing of child psychology and they believed in dining and drilling dry unrelated knowledge into the unreceptive heads of the children by the use of the rod or the birch. In fact in those days the school was an infernal reformatory, a house of correction and the children were looked upon as potential criminals sent to the school to be purged of their evil tendencies by the free exercise of the rod. Very often the school master was a petty tyrant or jail warden who believed more in caning or corporal punishment than in teaching or training. Children were sent to these schools as to a place of purgatory where they had to pass through a process of purification in the crucible of the school master. The child was not looked upon as an individual in miniature and there was little or no scope for the unfolding of human personality.

All this is history of the past. Much water has flowed under the bridge since the days of Goldsmith's Village School Master. It was Rousseau, the fire-brand of the French Revolution that raised the banner of revolt against the old system of education. His writings and fiery speeches brought about the fall of the French Monarchy no less than the exit of the old type of School Master. If his classic political pamphlet, "Social Contract" shook the foundations of the French Monarchy and inaugurated the era of "Liberty, Equality and Fraternity", at the same time his educational treatise "Emile" led a

revolt against the old system of education and set in motion a sympathetic reaction in favour of understanding the personality of the child. Rousseau's "Emile" rang the death-knell of the old type of schools where inert knowledge and unrelated pieces of information were injected into the systems of children at the risk of upsetting their health and regardless of the growing needs of personality. In the wake of Rousseau came specialists of child psychology like Pestolozzi, Frobel and Doctor Montessori, who by their experiments and studies in the nature of children have revolutionised the system of education. The school at the present day far from being a place of correction has become a delightful home and the child is allowed to unfold his personality under the sympathetic guidance of the teacher.

Let us now see what are the characteristics of children. What is the secret of their charm, that peculiar charm before which even the hardened criminals of history were not proof, before which even the Iron heart of King John or the cruel infernal nature of Richard III melted as the one was

issuing orders to blind the eyes of Prince Arthur and the other was planning and scheming to strangle the two Royal Princes in the Tower of London? What constitutes the chief difference between the child and the adult? The child is all innocence and charm. The adult is all experience and age. The child knows no pose, wears no mask and he is so refreshingly sweet because he is what he is. The adult poses to be what he is not. Children are so beautiful and bright because they wear the glory of their souls on their faces. The adult leads a double life, one in private and another in public. In the case of the child this divergence is not to be found and this is the secret of its never failing charm, his wonderful freshness. The child differs from the adult in another respect also. He has in an uncommon degree the bubbling quality of wonder or curiosity, which very few adults possess. The child embodies an adventure in the art of existence. He tries to recapture in his own life all the history of the human race, with its ups and downs with all its joys and sorrows, with all its comedies and tragedies. When a fresh young mind, when a growing healthy child is brought into contact with the innumerable things of this world, the blue sky, the living air, the bubbling brook, the vast ocean and the colourful rainbow, he is filled with sense of wonder and the joy of discovery. What he sees, he grabs and in grabbing or seizing, he learns. Thus he starts on the process of learning by doing. Speaking about this quality of wonder in a child, Wordsworth writes in his small poem "The Rainbow"

My heart leaps up when I behold  
A rainbow in the sky :

So was it when my life began,  
So is it now I am a man,  
So be it when I shall grow old,  
Or let me die ;

The Child is the father of the man.

It is about this quality of wonder and its gradual decay as we grow older

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## EDUCATIONAL INDIA

*Edited by*

**Prof. M. VENKATARAMAIAH, M.A.**

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**MASULIPATAM (S. India)**



and older than the Poet laments in his Ode on the "Intimations of Immortality".

There was a time when meadow  
grove and stream,  
The earth and every common sight,  
To me did seem appalled in  
Celestial Light

The glory and freshness of a dream.  
It is not now as it hath been of  
Yore :—

Turn wheresoever I may, by night  
or day

The things which I have seen, I  
now can see no more.

Whither is fled the visionary  
gleam ?

Where is it now, the glory and the  
dream ?

It is a matter of common experience that the aged adult loses the keenness of his senses and does not look upon the manifold beauties of life and nature with the colourful vision of the child. This spirit of wonder or curiosity has been the driving power of all progress, the motive force of World's history from the primitive paleolithic age to the present modern world of electricity and atomic energy. The modern teacher should see to it that he fosters and promotes this spirit of wonder in his pupils. It must be remembered here that no teacher can foster a thing or quality which he himself does not possess. The dull tired teacher, who is at the fag end of existence, to whom life is a drudgery and the world has no attraction, such a bored mechanical school-master is more a menace to society and civilization.

A teacher can be a success only to the extent to which he fosters the spirit of wonder and enquiry in his child. Let him not follow the history of the Church wherein the spirit of enquiry was looked upon as a crime and the instinct of curiosity was put down as a taboo. The history of the mediaeval church has been the history of a crusade against the spirit of enquiry, one unending warfare in suppressing the instinct of interrogation. The good teacher should remember that every child at the outset of his adventure into the art of existence, when he is confronted for the first time with the

wonderful things of nature and life, is a miniature Gallileo with an insatiable curiosity to take an interesting peep at the colourful world beyond by means of the optics of his telescope. Every child is a Gallileo in miniature and every question that he puts is a telescope. Let not the teacher, the modern teacher knock off the telescope from the little hands of the child and put down his curiosity by asking him to sit down or to shut up. Let him remember that in the ultimate race of life, the church has failed and Gallileo the spirit of enquiry has won.

The teacher, if he is to be a help to the children in fostering the spirit of wonder should himself be full of curiosity and wonder. The children are in the process of growth. They want to see things, touch, explore and feel the joy of discovery. Such children cannot be educated effectively by a teacher who has ceased to grow, by a teacher who is devoid of curiosity. The growing active child and the inert grown-up adult teacher are incompatibles in the class-room, unless the teacher takes care to grow in intellectual dimensions and renews his knowledge from time to time so as to keep pace with the budding developing urchins. The teacher who is in the process of learning things himself is in a more competent position to educate the children than the teacher who has become a fossil. In short the teacher must keep young and cheerful in his outlook and youthful in bubbling curiosity, if he is to prove a success in the class-room. A dull tired teacher is a misfit in the class-room just as an old man proves a failure if he launches upon the adventure of matrimony at the fag end of his life with a charming young wife.

India has never been a nation prior to 1947 and the concept of Nation is a modern one. In an ancient country like India, where the caste system runs back to the remote past, the Indian Child is accustomed to think only in terms of castes and communities. But at the present day, India has become a secular State and under modern conditions the children should be taught to think in terms of the nation as a

whole rather than in terms of sects or castes. In a land like India teeming with hundreds of castes and creeds, a country which is often torn asunder by communal clashes of warring sects and religious denominations, it is the duty of the schools to see that such communal passions do not intrude into the placid waters of education and poison the young minds entrusted to their charge. Any feeling of high and low, rich and poor should not be allowed to take root in young innocent minds. In short, the child should be trained to become a good citizen with a sense of social responsibility and the will to sink his own immediate interests and the interests of his class in the larger interests of the nation as a whole.

It must never be forgotten that the child is not only a member of a State but he is an individual by himself. The chief object of education is allowing scope for the unfolding of human personality. Such a thing is not possible in Fascist States where the regimentation of the human being is sought after. But India is no Fascist State and nowhere does the Indian Constitution contemplate the establishment of a regimented nation. The Indian child is the legitimate heir to the rich spiritual and literary legacy of the past and it is for him to browse at will upon the accumulated treasures of the ages just like a cow turned loose in a garden of luxuriant vegetation. The cow enjoys perfect freedom but within the four walls of the garden. In an ideal scheme of education, the child enjoys perfect freedom within limitations, the bliss of liberty without however lapsing into license. It is in this reconciliation of freedom with discipline of liberty and restrictions that the triumph of the school master lies. The child which has learnt to enjoy freedom within limits and to live in conditions of ordered liberty and restrained enjoyment such a child will prove in later life to be a citizen with a balanced outlook whom joys cannot elate nor sorrows can pull down.

#### ROLE OF THE TEACHER

Let us now see what is the role of the teacher in the scheme of education.

He occupies the chief place in the scheme of education, but he should remember that he is not the final or ultimate arbiter of the child's future. True education is co-extensive with life. Education does not begin with the school nor does it end with the school. Learning is a process which begins with the cradle and goes up to the grave. The teacher should remember that the school is only one of the agencies of education. In the process of education the home occupies the first place and the mother is the first teacher. From the home the child passes through the streets on his way to the school. The World is there and life with its manifold attractions greets the child, as he passes on to the school. Between the home and the school stands life, the irresistible call of the outer world which enfolds the child in its arms for a while as he makes his journey to the school. No teacher can succeed in keeping off the din and bustle of life from the small ken of the children. No teacher can ever dream of segregating his children in some imaginary fairyland of Ethiopia, as was the case with the Rasselas of Doctor Johnson, who was trained aloof in a happy vale divested from the insistent and eternal attractions of life.

The true teacher should remember that the child starts the race of adventure not in utter nakedness or entire forgetfulness. The child comes into the world with a bundle of parental tendencies and with trailing clouds of glory does he come from God, who is his Home. It is the sacred duty of the school master to provide the congenial environment wherein the child is allowed to unfold his personality. Imposition the child abhors. Domination the child resists. The school master should keep the garden of life free from thorns and alien plants for the human flower to take root and grow. He must play the part of the beneficent gardener keeping eternal vigilance and watching the young plants sprout and blossom, free from the undesirable intrusion of political mischief-mongers and completely shut off from the intrusion of unhealthy ideas of atheism or communal passions.



# A DIAGNOSIS AND REMEDY OF CARELESSNESS IN CHILDREN

K. SATHYANARAYANA MURTHY,  
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The disease of carelessness has been spreading so rapidly that it can now be said to have gained the proportion of an epidemic. Unless proper steps are taken its toll may increase and result in a greater fall in standard.

The method of diagnosis of the disease is quite easy for a careful teacher or parent. But more often than not a curriculum-conscious teacher or a busy parent may mistake anything for carelessness. A wrong application of a grammar rule or not rewriting an exercise properly or not doing any home exercise or absence or absconding from home or school etc. are beset with so many other side tracts that the child cannot be dubbed careless on any one or two counts only. It is a complex affair. The child has to be studied under different situations before the diagnosis is confirmed.

I tried the following method in my school; it is a novel, simple way and I request the teaching world to give it a fair trial.

The quarterly examinations of my school began on 8—9—1952. On Friday 5—9—1952, I announced to the children in the morning assembly class that they should prepare answers to all questions of all subjects during the holidays and bring the "holiday work" on the re-opening day (29—10—1952). We had examinations from 8th to 17th and holidays from 18th to 28th. The children had 11 days time to prepare the answers. They were offered 5 marks gratis for a well-prepared "holiday work" of each paper.

Also the masters were specially requested to complete the correction work as early as possible and return the answer scripts to children so that they might know the scope of the answers expected. However even without them the children could prepare answers with the help of text-books, study circle or squads as they are now called. It affords an opportunity for extension

of citizenship activity outside the school. I was ready with my work, sitting in the verandah of the school, giving the children the answer papers as they came, and discussing any doubts with them during the latter part of the holidays.

Some children finished their holiday work much in advance of the time given—really careful children. I was anxious to know how many of my V Form pupils would do the work. I deliberately chose V Form because VI Form pupils necessarily prepare for their public examination and it would be confusing the issue.

The gratis of a maximum of 5 marks were to be given to the "holiday work". It was left to the examiner to award 1 or 2 or 3 or 4 as the case may be. Zero was to be awarded for those who were absent on the re-opening day or those who did not do the work. One who was absent on the re-opening day by an unavoidable circumstance sent his holiday work through a friend—the child has taken the pill of responsibility.

I was visualising within myself the working of the school on the re-opening day. To facilitate the award of 5 marks for the holiday work all teachers must return the answer papers on the re-opening day, as otherwise the carefulness and responsibility which we want to develop in the child would be found wanting in the masters themselves. The children were made to assemble form-war and show their holiday work in an orderly manner. It was a very pleasing sight to see children coming to the examiners and taking the answer scripts and also getting the marks awarded for holiday work.

I may also point out here that such a method prevents the careless habit of children in our schools, absenting themselves on the re-opening day of the school.

(Continued on Page 334)

# CITIZENSHIP ACTIVITIES

T. P. SUNDARESAN, B.A., L.T.,  
Board High School, Papanasam.

The organisation may be entrusted to a committee consisting of :

- (1) Teachers (with the Training in Citizenship course)
- (2) Scouters (of some experience)
- (3) Pupil Representatives—at one or two for each Form.

Part I of the Scheme is not expensive ; hence this section can be easily tried with success and benefit to the pupils and the whole school.

Part II does cost the management rather substantially and hence at least one section of 40 pupils—under the charge of one teacher (Citizenship trained), one Scouter and two or three pupil representatives, may be chosen and the scheme tried intensively. Other classes may follow suit to the extent possible.

It shall be the duty of the staff council of the school to assign capable pupils—boys as well as girls—to the various branches of activities in the school and instruct the members of the staff to utilize their services to the fullest and maintain proper records. (It is presumed that every branch of the School Activity is entrusted to one or two teachers.)

The Management as well as the Headmaster should take every precaution to impress on the whole school that the Scheme should be respected in all seriousness, especially after the advent of the Indian Republic.

All are curricular activities, under the present Scheme of studies and hence time spent in the organisation and conduct of the activities will reckon for working hours.

The Daily Assembly could be drafted into the school hours and absence from the same can be taken cognizance of. The staff may be required to address the assembly for five minutes on topics of current interest, for example on 'Republics', on the eve of the Republic

Day ; about calendars on the eve of the New Year Day ; about the Sun, when sunspots figure in the daily news item.

There should be a choir who will recite the prayer and Anthem properly. It should be really effective, if the whole assembly can fall in.

The propriety of assigning every section or a group of classes to one teacher for the proper conduct of the Assembly may also be considered on merits.

Flag Hoisting should be done with the greatest ceremony and most scrupulously. The form of salute, the grouping, the Anthem and its mode of recital—all these should be worked into in full detail and carried out with great care.

The sweeper is not meant to be displaced by the pupils in keeping the class room and premises clean ; nor the supply of aids to the teacher by the pupils to take the place of the work of the menial staff.

In both the above cases, the pupils will carry on only during the actual working hours. At other times, they will be trained to keep a watchful eye on the whole premises and see that the ideal is kept in view.

The work of the squads and the school and class councils should be supervised by the committee periodically and suitable instructions issued over the authority of the Headmaster, with the sanction of the School Council.

## *The School Associations.—*

There will be an executive properly elected. The tendency to give a step-motherly treatment to non-text-book items, should not be allowed to discount the importance of the activities of the Associations. The system of framing a scheme for the whole year in advance is commended.

Rendering of the Accounts for the Funds of the School Associations, at every meeting, or at least once in a month, will produce a healthy effect in

the school. Suitable prize awards, for the most active pupils may be instituted.

Proper publicity to the events and their proceedings, among the pupils and the staff, has been found to be very helpful in popularising the school activities and assessing their real values.

Experience has found that the *School Parliament* has been of real help in training the pupils in the orderly and business-like conduct of large gathering. Its proceedings are much respected and it is a good sanctioning authority and mouth-piece of the student population and the staff, too, indirectly but it should never be a tool of the Headmaster or the Management.

The work of the Parliament should be well planned and due publicity given. The arrangements for the conduct of the session, the manner and matter of the agenda, the seating of members and visitors—all these have a disciplinary effect on the plastic brains. There can be nothing secret or even diplomatic about the affairs of a *School Parliament*.

Great and particular care should be taken to see that the *School Parliament* does not take in any political or social tinge.

The School Pupil Leader may be selected by the Headmaster from a panel of three or four elected on the direct vote of the pupils. Universal suffrage in the school has not borne healthy prints and an age limit for the electorate may be fixed.

The School Museum, Aquarium, Garden, Teaching Aids in Social Studies, Crafts, etc.—

Respective subject masters and such others as may be interested, should choose their own batches of pupils from the different classes handled by them, to enable them to evince a lasting interest in the building up and the maintenance of the above.

Under Library work, a band of literary minded pupils may be assigned to the Librarian to help him in the proper functioning of the Library.

The School Co-operative Stores is another adjunct which will afford an opportunity to the Book-Keeping pupils

to have some practical training. The introduction of the Secretarial and other allied courses must open more channels of training for the pupils through Co-operative Stores, Association games, Visual Education and the like where funds have to be administered.

## CITIZENSHIP—PART II

There should be a full supply of the necessary equipment, and a separate room for indoor citizenship activity. The room will display the records, achievements, collections etc. of the pupils and would be a Laboratory, as it were. This will facilitate the issue and receipt of equipment.

Open and shady grounds, in the compound or in close proximity to the school, will be of great advantage for out-door activity.

Items of equipment should be sufficient enough to enable the pupils to work individually. Group activity in knots, signalling, etc. should not be attempted.

For cuttings, the party should receive full instructions from the Citizenship Committee of the School, and the Headmaster where necessary.

The Committee should do well to correlate the details of the trip with other subjects and obtain and issue in writing the instructions from the respective subject masters.

A fund can be created in the following ways :—

1. The levy of a small Citizenship Fee.
2. Transferring the fine amounts collected from the pupils—either in part or whole.
3. Allotments from the General Funds of the Pupils Association.
4. Donations from the Public.

### Number of Periods—

One period a week—the last one in the day will suffice. A minimum of 30 periods for the year is available.

Practical Tests may be assigned under the following heads :—

1. Flying the National Flag.
2. Tying of Knots.
3. Sense Training Games.
4. Observation Games.

5. Signalling.
6. Tracking and Treasure Hunt.

Oral Tests may be tried under :—

1. The genesis of the National Flag.
2. The uses of the Knots.
3. Health Practices.
4. Road Sense.
5. First Aid.
6. Story Telling.
7. Entertainments.

Written Tests :—

1. The History of the National Flag.
2. The uses of Knots.
3. Health Practices.
4. Care of Clothes.
5. First Aid methods.
6. Lives of National Heroes.
7. National Poets and National Songs.

Correlation of Citizenship with other Subjects.

#### 1. SCIENCE—

- (a) Use of Apparatuses and appliances in Sense Training and Observation Games.
- (b) Botanical specimens for the above.
- (c) Health Practices.
- (d) Care of Clothes.
- (e) Nature collections.

#### 2. SOCIAL STUDIES—

- (a) History of the National Flag.
- (b) History of the other Nations.
- (c) Lives of National Heroes.
- (d) Folk Dances & Folk Songs.
- (e) Outing and Excursions.
- (f) Map Drawing.
- (g) Nature Collections.
- (h) Social Service.
- (i) Examination and enquiry into the slum areas.
- (j) Cleaning campaigns.

#### 3. MATHEMATICS—

- (a) The study of the local population.
- (b) Calculation of average income per capita.
- (c) Practical work in measuring the extent of Temples, tanks, gardens, fields, the heights of towers.

#### 4. LANGUAGES—

Biographies and other poems of poets (especially in the regional language, text-books).

#### 5. DRAWING—

- (a) The National Flag.
- (b) Flags of other Countries.
- (c) The Knots.
- (d) Health Habits-postures.
- (e) First Aid—
  - (1) Artificial breathing,
  - (2) Fractures.
- (f) National Leaders—Pencil and Brush Work.

#### 6. CRAFT—

- (a) Paper Mat work of the
  - (1) National Flag.
  - (2) Different kinds of Bandages.
- (b) Clay Models of
  - (1) Geographical Maps.
  - (2) Leaders.
  - (3) Images of Gods.

#### 7. PUBLIC FUNCTIONS AT SCHOOL—

Folk Songs and Folk Dances.

#### 8. PHYSICAL EDUCATION—

- (a) Group Games.
- (b) Orderly Movements.

(Continued from Page 331)

One youngman who always argued for arguments' sake pointed that the child would have no freedom during the holidays for pursuing his hobby, or improving his games etc. I feel that it is a lame excuse. The child can have enough time for such pursuits even after his holiday work is completed.

Let me point out the result of the experiment in V Form of my school. Out of 90 children as many as 30 did not take up the work. When questioned why they did not do it, they answered with a smile of carelessness that they had "work"—what work it was God only knows. This serves as the temperature reading of the thermometer of carefulness.

Do not standards fail if the pupils do not apply themselves to their duty sincerely? I therefore feel that if this holiday work be continued sincerely we stand to gain in many ways.

I request other institutions to give it a fair trial.

## XXII SOUTH INDIAN EDUCATION WEEK

### MADRAS.

In connection with the 22nd Education Week celebration a grand Concert Pageant was held on the 24th October from 5 to 8 p.m. in Sir M. Ct. M. High School jointly with the Madras Teachers' Guild. The different concerts in Indian Music were presented in the order of their evolution. The entire programme was very interesting and educative. Seven Secondary Schools and 6 Private Music Schools participated in the concert. The Hon'ble Justice Sri T. L. Venkatrama Iyer presided. Sri P. Dorakannoo Mudaliar, President of the Madras Teachers' Guild welcomed the gathering. Prof. P. Sambamoorthy, President of the South Indian Music Teachers' Association thanked Sri Venkatrama Iyer for having kindly presided. Mrs. Rajalakshmi Rajagopal, Secretary of the South Indian Music Teachers' Association proposed a vote of thanks to the participating schools and to those who made the function a success.

### AMBUR.

The XXII Education Week at Ambur was inaugurated on the 28th October, 1952 with a huge procession of school children, boys and girls, of about 4,000 strong led by the Rev. H. A. Schulz and Mr. C. R. Narayanaswami Mudaliar, Commissioner of Ambur Municipality, and went through the streets of Ambur and returned to the Hindu High School, when sweets were distributed to all children.

In the evening at the Mazharul Uloom High School Mr. S. M. Fossil of Madras delivered a lecture on 'Education in British India and Now,' and the responsibilities of Teachers and Managements in Independent India. The Rev. H. A. Schulz was the chairman. Mr. T. S. Sankaran, Headmaster and Secretary of the Celebrations Committee, proposed the vote of thanks.

The 29th was the day for Teachers and at the Concordia High School Dr. C. Nathamuni Naidu, M.L.C., pre-

sided. Mr. G. V. Job, M.A., L.T., delivered a lecture on the Rights and Duties of Teachers. Mr. D. Dorairaj, Principal, Concordia High School, Ambur, welcomed the gathering. Mr. R. Parthasarathy Iyengar proposed the vote of thanks. The elite of the town, Mrs. Kretzmann, Messrs. Rajamanickam, Sub-Magistrate, Ambur, and Ramasami Iyengar, Additional First Class Magistrate, Ranipet, attended.

On the 30th of October, the Day for the Parents and Public was celebrated at the Hindu High School, Ambur. Mr. R. Rajamanickam Mudaliar, Sub-Magistrate, Ambur, presided. Mr. T. S. Sankaran, Headmaster, Hindu High School, Ambur, welcomed the large gathering. Miss Bharatharamani displayed Bharathanatyam on Lord Krishna.

Mr. S. Subramanyam delivered a lecture on "The place of Religion, Obedience to Parents and Elders, the Rights and Responsibilities of Teachers and Parents in the scheme of Education in the light of the new curriculum of Social Studies and Citizenship Training." Messrs. S. Srinivasa Iyer, R. Parthasarathy Iyengar, Zachariah Saheb and A. M. Sivagnanam also spoke.

### PALLIKONDA

The Education Week was celebrated in the Board High School on Friday, the 24th October, 1952.

Messrs. T. Ananthachariar, B.A., L.T., Assistant and Vidwan Krishnaswamy Reddiar, Tamil Pandit, Municipal High School, Gudiyattam delivered lectures on "Children—the Citizens of Tomorrow" in the presence of a large gathering of pupils and teachers. The Headmaster Sri S. Sundaramoorthy Mudaliar, B.A., L.T., presided. The lecturers spoke on the importance of Craft in the present educational system. The President spoke on the importance of training the pupils on the right lines so that they may become good citizens of our mother-land.

## POLUR.

The Education Week was inaugurated on Monday the 20th October, 1952 in the Board High School, Polur by Sri K. Krishnamachari, Deputy Inspector of Schools, Polur. On the occasion Sri T. P. Gopalakrishna Naidu, Headmaster of the institution, gave a short exhortory talk on the importance of Citizenship Training in schools. He pointed out how it will help to make the children of the present generation good citizens of Free India.

On the second day Sri K. Purushothama Naidu, Scout Master of the institution, spoke about 'Healthy Citizens'. On the succeeding day the message of the Chief Minister, Rajaji, on the Education Week at Madras was read and explained. On 23—10—1952 a meeting was held in the school when Sri K. Krishnamachari, Deputy Inspector of Schools, Polur, gave a speech on 'Society and Citizenship'. Sri A. Muniswamy Naidu, Deputy Inspector of Schools, Arni, presided on the occasion. The celebration in the school was wound up on Friday the 24th October when, at a meeting held in the school Sri S. Natesa Iyer spoke, the Headmaster presiding.

The Week was also celebrated in the different areas of the town at the Elementary Schools.

## KATPADI

On 20—10—1952, "Children—Citizens of To-morrow" was the subject taken. "The Children of to-day are the Citizens of To-morrow" was mainly dealt with by the speaker of the day. The accommodative spirit should be stressed in the moral character of the future citizens was also one among the main advices of the day.

21—10—1952 passed on with "Children—Healthy Citizens", as its main subject. Sri S. V. Krishnamurthi Iyer impressed in the minds of the pupils the healthy principles to be followed by them in their daily life. Their duties to themselves, their strict observance in their duties to others, the health of parents, locality, etc. should be strictly observed by the enthusias-

tic young minded children—all these ideas were the main topics of the day.

Sri V. V. Ranganathan spoke on Citizenship. Citizens should be true to their sense. 'No citizen should be a stigma in the atmosphere of civilization', was stressed by the speaker.

Sri K. N. Sundaramurthi, another speaker on another day dwelt much on the disabilities that stem the advancement of the society and that these things should be wiped away from the society itself.

Culture, art and citizens; purposeful life and citizens: the teachers and the training of citizens: were discussed on the subsequent days.

## KANCHEEPURAM.

On 23—10—1952, the Week was inaugurated at the Anderson High School, by Mr. J. Daniel, B.A., L.T., of the Editorial Department, Christian Literature Society, Madras.

Mr. A. C. Dharmaraj, M.A., B.T., presided.

The President in his introductory speech, welcoming the lecturer, spoke about the necessity for organising the Education Week every year.

Sri J. Daniel, in delivering the inaugural address spoke on the emphasis that should be laid on Citizenship Training in schools. He added that the training given in the school should pervade his whole life when he grew into a man and when he became a citizen of the land.

On 24—10—1952, the Rev. R. Deva-prasad, B.A., L.T., B.D., Professor of Eastern Religions, Gurukul, Madras delivered an address on "Children—Moral and Spiritual Basis of Citizenship" at 4-30 p.m. at the Anderson High School.

Sri A. C. Dharmaraj, M.A., B.T., presided over the meeting.

During the course of the address the lecturer traced the part played by the school in shaping the character of the children and spoke about the methods adopted in ancient days. The lecturer explained how God-consciousness would enable the children to become good and dutiful citizens. Though



India was a secular State, he said that there was enough scope for religion playing an important part in shaping the character of the children. Finally he expressed how religion had an important part in shaping the citizen of the future.

On 25—10—1952 Educational Exhibitions were organised in (1) Anderson High School opened by Miss J. M. Thomson; (2) Pachaiyappa's High School opened by Dr. P. S. Srinivasan, Municipal Chairman; (3) Municipal Secondary School; (4) Somasundara Kanya Vidyalaya Girls' High School and (5) Government Secondary School for girls opened by Sri R. Varada Thathachari, Municipal Councillor.

### CHIDAMBARAM.

The Teachers' Association of the Ramaswamy Chettiar's Town High School, Chidambaram celebrated Education Week from 22—10—1952.

Sri R. K. Viswanathan, M.A., Associate Professor of Physics, Annamalai University presided over the Parents' Day on 22—10—1952 and Sri P. Velayudham Pillai, Headmaster, addressed the pupils. He traced the history of education from the period of the decline of the Moghul power. He explained at length why pupils should be properly trained to become good future citizens.

Sri R. K. Viswanathan demonstrated the regulated sound with a tuning fork and brought home to the pupils that they should try to lead a regulated and well disciplined life.

The Teachers' Day was celebrated on 24—10—1952. Sri P. Velayudham Pillai presided and addressed the teachers on the main principles underlying the latest English syllabus published in the Fort St. George Gazette, dated 10—9—1952 and Sri V. Rajagopala Iyer, Senior Assistant talked to them on the various aspects of the work in the Social Study class.

The Pupils' Day came off on 27—10—1952. There was a variety entertainment. Pupils of the school gave a physical demonstration.

Miss Premkumari, a pupil of II Form and daughter of Dr. (Mrs.) D. J. Raju, gave a performance of Baratha Natyam and it was much admired.

### NEGAPATAM.

The South Indian Education Week was celebrated with great enthusiasm at Negapatam for three days 22, 23 and 24th October. The three High Schools: The National High School, The Church of South India High School and the Municipal Girls' High School, Teachers' Associations jointly celebrated the function. There were three talks:

22nd: "Education for a purposeful life" by Mr. J. S. Nesayya, B.A., L.T., of the C.S.I.H.S., Sri R. Subramania Iyer, M.A., L.T., Headmaster N.H.S. presided. Mrs. T. R. Swamidasan, B.A., L.T., of the Girls' High School proposed a vote of thanks.

23rd: At the Church of South India High School Sri A. Ramachandra Naidu, B.A., B.L., Advocate, presided; Sri K. Kalimuthu, M.A., B.L., Advocate spoke on "Formation of Good Character." Sri M. R. Srinivasan of C.S.I.H.S. proposed a vote of thanks.

24th: At the National High School Sri J. A. Paulraj, Principal, C.S.I.H. School presided. Sri N. R. Subramaniam, B.Sc., B.L., Advocate, spoke on "Worthy Membership of Society". Sri S. Balasubramaniam, B.A., L.T., of the N.H.S. proposed a vote of thanks.

All the meetings were attended by the members of the public.

### KORANAD.

Education Week was inaugurated on 20th October, 1952 in the Municipal High School, Koranad. Mr. S. P. Sri Ram, Subordinate Judge, Mayuram presided. Mr. K. Srinivasan of the Annamalai University delivered a lecture on "Education in Independent India". He stressed the importance of the mother-tongue and the true aim of education. There was a display of physical exercises by the pupils. Mr. A. Ratnaswami, Secretary of the Association proposed a vote of thanks.

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## MAYURAM

Education for citizenship was the topic for the second day's programme in connection with the Education Week celebration in Mayuram. The function took place in the National High School, Mayuram on 24th October, Mr. R. Rajarama Aiyar, Advocate, presiding.

Mr. G. Aravamudha Iyengar, Advocate, delivered a lecture in the course of which he said that the children's reverence to elders which was a feature of home life not long ago should be recaptured. Teachers were the right persons who could do so. Our culture was one in which the good of all in society was emphasised. The lecturer said that not only ideals of nationalism, but also internationalism should be placed before pupils.

The concluding function of the Education Week celebration was held in the Municipal High School, Mayuram, on 26th October, Mr. A. Veloo, M.L.A., presiding. Mr. S. Seshagiri Aiyar, Headmaster, welcomed the gathering. The function commenced with an entertainment by the pupils of the Government Girls' High School, Mayuram. There was a dialogue by the pupils of the Municipal High School, Mayuram, on the new features of the Secondary School system.

Dr. S. Krishnamurti, Professor of Agriculture, Annamalai University, delivered an instructive and inspiring address on 'Some Problems of Secondary Education'.

## MADURAI.

The Education Week was celebrated in the Sourashtra Secondary School on the 27th October, 1952. Sri P. S. Parasuram, B.Sc. (Com.), a Member of the School Executive Committee, took the chair. Sri P. Harihar Ayyar, B.A., L.T., Headmaster of the school, welcomed the parents and the elite of the town present in large numbers.

The president at the outset, spoke about the significance of the Education Week. He added that the Education Week provided the teachers and parents a unique opportunity to exchange and

clarify their ideas regarding the new trends in education and how far each of them could contribute his best to the fulfilment of the objectives of the reorganised scheme of the secondary education.

Then Sri J. K. Ramamoorthy, B.A., another member of the School Executive Committee, spoke on "CHILDREN—OUR CITIZENS". He spoke about the importance of the world citizenship and added that international understanding and world citizenship gradually developed on the basis of proper training in discipline and conduct in school would lead to the evolution of an ideal of happiness free from conflicting ideals of nationalism and internationalism. Sri O. S. Varadharaja Ayyar, a representative of the Parents' Association, also addressed the gathering.

In connection with the celebration, a Children's Art Exhibition was run on a small scale and was highly appreciated by the gathering. The pupils of this school staged a farce "SANDHAYAR KOOTTAM" which was highly enjoyed by those present.

*The Madura Teachers' Association:* On the 25th October, 1952, there was a meeting in the Sourashtra Secondary School Hall when Sri R. V. Rudrappasamy, B.A., L.T., the District Educational Officer, Madurai took the chair. Miss P. Paranjothi, M.A., L.T., B.Ed., Manager and Correspondent of the Capron Hall Training School, delivered a lecture on "THE NEW TREND OF EDUCATION IN AMERICA". In the course of her talk, she dwelt at length on the various aspects of the educational structure in the United States of America and how far they could be incorporated in our own system of education. She laid special stress on the high standards of education and the "education mindedness" of the American people.

The Chairman in his concluding remarks, referred to the practical difficulties that we have to face in embodying some of the finest principles of American Educational practice. Our country has its own problem to tackle with and the unemployment of the ordinary farmer during certain seasons

of the year and the poor finance of the country stand in the way of adopting some of the essential features of the American Educational structure in our country.

### WATRAP.

The 22nd Education Week was celebrated under the auspices of the Teachers' Association H. H. School, Watrap in the open ground of the school on 20th, 22nd and 23rd October, 1952.

The first day was a home meeting when Sri G. Venkateswara Iyer, B.A. presided and Sri S. Ramachandra Iyer, a teacher, addressed the pupils and stressed the call of duty, discipline, unity and hard labour among them to become future citizens. On the 2nd day Sri Sen Tamil Selvan, Agricultural Instructor, H. H. School, Srivilliputtur spoke about the present and past system of education and created a strong love for the mother-tongue, Tamil. On the third day Sri E. S. Parameswaran, M.A., L.T., Headmaster, Government Basic Training School, Mallipudur, delivered a thought-provoking lecture by comparing the present system of education with the past with illustrations of his vast comprehensive experience.

### A. THEKKUR.

The South Indian Education Week was inaugurated on 24th October, 1952, at Sri Visalakshi Kalasala, A. Thekkur, with Sri Karumuthu Sivalingam Chettiar, member of the Managing Committee, as President. Messrs. S. Krishnaswamy and R. Ramanujam spoke on the duties of "Children as Future Citizens."

The last day of the Week was celebrated on 30th October, 1952 with Sri Karumuthu Thiagarajan Chettiar, founder of the institution in the chair. Sri N. S. Krishnamurthi, Headmaster of the School, welcomed the Patron and members.

Mr. I. N. Menon, Principal, Sri Thiagarajar College, Madurai, spoke on the value of education and stressed on the importance of the tone and discipline of the School. He appreciated the discipline of the school and exhorted them

to keep up the tradition of the school. The president, in his concluding remarks, spoke on Hindu Dharma and asked the pupils to observe the ancient Hindu customs and principles. He advised them to be worthy sons of India. The staff was At Home to the founder of the school in honour of his visit.

### KARAIKUDI.

The Education Week organised under the joint auspices of the Teachers' Associations of all local schools and colleges was held from the 17th to 19th November. It was inaugurated in the S. M. S. High School on the 17th evening by Mr. A. N. Tampi, Principal, Dr. Alagappa Chettiar College, who made a very inspiring appeal to the teachers to dedicate themselves to their profession in a missionary spirit. On the same evening an educational exhibition, in which all girls' schools, boys' schools and Teachers' college participated. The exhibition was voted a great success by the public and gave a real insight to parents as to the innate potentialities of their children and the improved technique and teaching methods employed in the schools.

The second day was the Parents' and Children's Day. A variety entertainment by children was put on boards. The public meeting was presided by Janaq K. Abdul Rahim, M.A., Municipal Commissioner and Sri S. Murugappa, founder of the only Montessori School in Chettinad, gave a very humorous and illuminating talk on child education.

The closing day was the Teachers' Day, presided over by Sri AR. A. RM. Chockalingam Chettiar, M.L.A. Messrs. P. R. Alagarswami and R. Sundaraman spoke on the status of the elementary school teachers. Messrs. K. R. Srinivasa Iyer, Headmaster, S. M. S. High School, G. Deiyanayagam, and Kulanthainathan spoke on "Teachers and Parents". Mr. V. G. P. Iyer, Headmaster, Model High School, explained the value of Citizenship Training to teachers. Mr. C. Subbiah, local Sub-Registrar, made a vigorous plea to teachers to banish all traces of com-

munalism from schools. Mr. K. Narayanan, Lecturer in English of the Teachers' College, gave a very learned lecture on the Re-organization of Secondary Education. Mr. Natarajan, B.A., B.L., also spoke on this subject.

The Exhibition owes a great deal of its spectacular success to the untiring efforts of its organisers.

#### KADAYAM.

The 22nd South Indian Education Week was conducted on 23—10—1952 in the premises of C. C. Elementary School, Kadayam with Sri K. K. Subramania Iyer in the chair.

All the students of the local schools assembled in the school premises. The Headmaster of the school, Sri M. Viswanathan, hoisted the National Flag and explained its importance. The procession went through the important streets of the village, and finally reached the school. Sweets were distributed to the young students.

In the evening the Headmaster of the school explained the importance of celebrating such Educational Weeks. All young children of all classes took part in Action Song, Essay Reading, Dialogue and Dance. Post Office "Project" was conducted by the young students. The Assistants of our school, Sri M. Subramaniam and Sri S. Kanthimathinathan spoke on the subjects "Free Compulsory Elementary Education and Education in times of old and present" respectively.

The President expressed his concluding remarks as: These Educational Weeks help to build Teacher-Parent Co-operation and the public must strengthen the same and thereby solve all the problems of the education.

The Correspondent Sri K. Sankara Rayar proposed the vote of thanks.

#### RASIPURAM.

The Education Week was celebrated in the Municipal High School, Rasipuram on 21—10—1952 when Sri V. Ramaiah, B.A., presided.

Sri Venkatarathina Pavalur delivered a speech on the "Role of Students in

the Future India". He advised the students to eschew all bad habits and prove to be Good Citizens and cultivate nobler loves and nobler cares. The President Sri V. Ramaiah urged the students to have a wider vision imbibing all that is good both in the East and the West. Then the Secretary before giving the vote of thanks asked the students to keep abreast with the times.

#### MCDONALD'S CHOULTRY

Under the auspices of this Teachers' Association, the 22nd South Indian Education Week was celebrated in the Board Secondary School, McDonald's Choultry, on Friday, the 24th October 1952. Sri A. J. Pushpanatham Pillai, B.A., a local land-lord, presided.

After flag hoisting, the President opened an Educational Exhibition also which was much appreciated by him and the public as well.

After prayer, Sri Thangavel, the local Railway Station Master, addressed the gathering as to how parents could co-operate with the teachers in making the pupils good citizens. He advised the pupils also not to miss the opportunity offered to them nowadays, unlike in the past.

Sri S. Rajagopalayer, B.A., L.T., Headmaster delivered a lecture as to the part expected of the parents, teachers and the taught, in making the pupils into good citizens of the future.

Sri D. Angamuthu, a Secondary Grade Teacher, dwelt at length on the details of citizenship training the pupils are now undergoing.

Sri R. Seshannachar, a Secondary Grade teacher, narrated in detail the ways in which pupils of to-day may shine forth as good citizens of tomorrow. That being the United Nations Day too, he detailed the several ways in which the world organisation, the UNESCO, had been helping all the countries of the world in the matter of offering advice, technical and financial, towards the improvement in conditions of the people in the undeveloped or under-developed areas.

## KODUMUDI.

The 22nd South Indian Education Week was celebrated on Thursday 23—10—1952 under the auspices of the High School Teachers' Association, Sri V. S. Venkatesa Iyer, B.A., L.T., presiding. Sri D. Rajam Mudaliar, B.A. deli-

vered an address on "Children, the Citizens of the Future".

## NELLORE.

Under the auspices of the Nellore District Teachers' Guild the Education Week was celebrated as per the following programme :—

<i>Date.</i>	<i>Place.</i>	<i>President.</i>	<i>Speaker.</i>	<i>Subject.</i>
20—10—1952	St. Peter's High School.	Sri R. Subbareddi Garu, M.A., B.Ed. (Head of the History Dept., V. R. College, Nellore)	Sri C. V. L. Narasimharao Garu, M.A., B.Ed., Headmaster, St. Peter's H.S., Nellore.	Children — the Moral & Spiritual basis of Citizens.
21—10—1952	C. A. M. High School.	Rev. E. Erickson, (Field Secretary of the A.B. Mission)	Sri D. Ramamurthy, M.A., (Lecturer in English, V. R. College).	Children — Society and Citizens.
22—10—1952	A.B.M. Girls' High School.	Sri K. S. Sundararaja Rao, Secretary, Teachers' Guild.	Miss Helen Benjamin, A.B.M. Hospital, Nellore.	"School Children of To-day — the Healthy Citizens of Tomorrow."
23—10—1952	R.S.R. Municipal High School.	Sri C. N. Vittal Rao Garu, B.A., L.T., 1st Assistant, V.R. High School, Nellore.	Sri M. Srirama Iyengar Garu, M.A., L.T., (Lecturer in English, V. R. College, Nellore.)	Children— Civilization and Culture.
24—10—1952	Sri Kasturidevi Girls' High School.	Sri K. Sachithanandam Pillai Garu, M.A., L.T., Principal, V.R. College, Nellore.	Sri B. Gopalreddi Garu, Pro-Chancellor, Andhra University, Waltair.	"Purposeful living-Citizens."

## CHENNIMALAI.

On the 25th of October at 8 a.m. the pupils of the K. S. High School went round the main streets in a procession, carrying placards bearing educational slogans and singing songs stressing the value of education. At the street corners, Sri K. R. Viswanatha Iyer, a teacher of the school, exhorted the public to avail themselves of the faci-

lities offered by the local Adult School and also to send their children to schools.

At 10 a.m. the Educational Exhibition organized in the High School was opened by Sri T. V. Chokkappa, M.A., L.T., Lecturer in History, Salem Municipal College. Sri S. Rajagopalan, B.A., L.T., of the Board High School, Perundurai, gave a short talk on the value of the exhibitions.



In the afternoon at 4 p.m. a huge public meeting was held in the School Hall under the presidency of Sri T. V. Chokkappa.

Mr. M. Dyraswamy, M.A., M.Ed., the Headmaster, in welcoming the large gathering explained the objects of observing the Education Week and pleaded for parental co-operation in the task of making the children useful and worthy citizens of our country. The President, in his opening remarks, observed that the development of character and personality has now come to be the main function of education and that the future citizens of the country should cultivate the healthy virtues of patriotism, service and tolerance, while they are at the school. Then messages wishing the function success were read. Mr. K. Gopalaswami, B.A., L.T., the First Assistant of the School spoke on the need for planned health activities in the schools and the importance of medical inspection. Mr. G. V. Krishnamurthy Iyer, B.A., then gave a talk on the importance of formation of habits of cleanliness. Mr. K. Natarajan made a fervent appeal for developing right attitudes towards life. A new scientific outlook of examining and arriving at the truth was more important, he said, than the mere accumulation of facts. Mr. K. Subramanian spoke on the importance of the study of Thirukkural wherein are valuable lessons on Citizenship, its privileges and responsibilities.

The President, in his concluding remarks, urged that efforts must be made

to implement the splendid schemes drawn up by the educationists of the S.I.T.U.—Compulsory education up to the age of 14, provision of free mid-day meals and milk and better emoluments to those engaged in the Teaching profession. He dwelt at length on the great responsibilities of the teachers and appealed to the public to agitate for the improvement of the status of the teachers in whose hands lie the well-being of the future citizens of the country. Prizes were then awarded to the pupils who had submitted the best exhibits. The pupils entertained the audience with "Kattabomman Villupattu" which they sang in true traditional style. With a vote of thanks proposed by Sri N. Sundaram and the National Anthem, the meeting came to an end.

#### KUMBAKONAM.

Under the auspices of the Kumbakonam Educational Society a meeting was held in the Town High School premises on Thursday 30-10-1952 in connection with the Educational Week.

Mr. A. Gopalan, B.A., L.T., Dt. Educational Officer, Tanjore West, presided over the function and Mr. Venkataradan, M.A., L.T., Probationary Dt. Educational Officer, gave a talk to the members on "The new approach to Education".

The President in conclusion said that teachers should look around and make the boys all look around and not confine themselves to the mere class-room teaching.

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## NEWS AND NOTES

### TIRUPPUR

On 1-11-1952 the members of the Teachers' Association of The Nanjappa High School, Tiruppur, were At Home to Sri K. S. Ramaratnam Aiyer, Sri N. R. Krishnaswami Aiyer, Sri P. N. Srinivasa Aiyer and Pandit Venkatesa Sastrigal on the occasion of the Silver Jubilee of their services in the school. Sri S. S. Gopalswami Aiyengar, B.A., L.T., of the Kumarappa Sengunthar High School, Chennimalai, who presided over the meeting, pointed out how fitting it was to celebrate the yeoman services rendered by the teachers in the cause of education. Speeches were also made by Sri R. G. Subramaniam, B.A., L.T., Headmaster of the school and others felicitating the veteran teachers on the occasion. With a vote of thanks proposed by Sri John Ebenezer, the Secretary of the Association, the meeting came to a close.

### MADURAI

About 150 pupils of the Sourashtra Secondary School, Mainguard, Madurai, with all the members of the staff went to Yanaimalai on the 8th and 9th November, 1952 as an integral part of the Citizenship Training. The camp was inaugurated by Sri K. S. Ramachary, B.A., a leader of the Sourashtra Community and a member of the School Executive Committee. The dramatic activities and other items presented by the boys on the 8th November, 1952 attracted a good number of the people in the neighbourhood of Othakadai and Narasingampatti and they expressed their appreciation. In the morning also a busy programme of the activities was gone through which included Social Services also. The party returned by Sunday night.

### MADURAI

The U.N.O. Day was celebrated in the Sourashtra Secondary School, Mainguard, Madurai, on the 24th Oct., 1952. Sri K. S. Ramachary, B.A., Member of the School Executive Committee

took the chair. Sri P. Harihara Ayyar, B.A., L.T., Headmaster of the school welcomed all those that were present. The chairman in his opening remarks referred to the need for an international understanding as the only panacea for the ills of the world and as the only preventive for the outbreak of a III World War. He added that the previous attempts at world peace did not fructify because they did not approach the problem in all its comprehensiveness. The advent of India and other Eastern countries as independent States in the world stage would go a long way to maintain permanent world peace.

Sri G. Asirvatham, B.A., talked on the subject 'The U.N.O. and what it stands for'. He referred to the activities of the organization not only in the political field but also in educational, health, cultural, economic and sociological fields.

### POLAKI

On the 4th October, 1952 the Oriental Titleholders of Srikakulam District waited a deputation upon Dr. V. S. Krishna, the Vice-Chancellor, Andhra University and upon Dr. A. L. Narayan, Member of the Syndicate Andhra University and presented a memorandum which deals with the improving of their status. Both of them gave a patient and sympathetic hearing to their representation and promised to provide such facilities as holding September Examinations in Oriental languages, opening of B.O.L. course and revision of scales of pay of Pundits in Colleges, etc.

### AMBASAMUDRAM

To offer a reception to Sri S. Govindarajulu Naidu, Barrister-at-Law, Director of Public Instruction, Madras, a meeting of the Elementary and Secondary School Teachers of the Ambasamudram Taluk was held in the Sadasiva Ayyar Hall of the Tirthapati High School, under the chairmanship of Sri E. H. Parameswaran, M.L.C. on 31-10-1952.

Welcoming the distinguished guest on behalf of the teachers of the Taluk Mr. E. H. Parameswaran, M.L.C. referred to the need for the re-orientation of Education and assured the Director of the hearty co-operation of the teachers in the work of the All-India Secondary Education Commission presided over by Dr. A. L. Mudaliar. He stressed the imperative need of giving the teacher a living wage, and better service conditions and appealed to the Director to support the demands of the South India Teachers' Union which was never actuated by the Trade Union spirit. Pending general revision of salaries, he pleaded for the abolition of the invidious distinctions in the scales of salaries under different agencies and the immediate revision of the salaries of Secondary Grade teachers and teachers working in Elementary Schools.

Sri S. Govindarajulu Naidu, Barrister-at-Law, Director of Public Instruc-

tion, congratulated the teachers of the Taluk on their practical outlook and exhorted them to do their best by the children entrusted to their care. He had been a teacher himself and realised the need for bettering the status and service conditions of teachers. Referring to Secondary Education, he suggested that without interfering with normal work attempts should be made to develop practical skills in the students. Finally he thanked the teachers for having given him a warm reception.

Sri S. R. Narayana Rao, Secretary, Ambasamudram Taluk Aided Elementary School Teachers' Union proposed a vote of thanks.

### CORONET FILMS CHICAGO

New Films released by Coronet :

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വില:

സാധാരണ കടലാസ് 20 ക.  
മേനിക്കടലാസ് 25 ക.

തൊൽചിലവു:

സാധാരണ കടലാസ് 1-4-0  
മേനിക്കടലാസ് 1-8-0

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## FROM OUR ASSOCIATIONS

### TANJORE

The Annual District Educational Conference under the auspices of the Tanjore District Teachers' Guild was held in the premises of Sir Sivaswami Iyer High School, Tirukattupalli on 30—8—1952 under the presidentship of Sri S. Natarajan, B.A., L.T., President of the S.I.T.U. More than two hundred and fifty delegates from all parts of the District attended.

Sri S. R. Balasubramania Iyer, M.A., L.T., Headmaster of the Sir Sivaswami Iyer High School and Chairman of the Reception Committee, welcomed the delegates.

Sri J. Amaladasan, B.A., L.T., President of the Guild, accorded a warm welcome to Sri S. Govindarajulu Naidu, the Director of Public Instruction, Madras and Sri S. Natarajan, the President of the day and requested the Director to open the conference and the Agricultural Educational Exhibition organised on the occasion by the Sir Sivaswami Iyer High School authorities.

Opening the conference Sri S. Govindarajulu Naidu, the Director of Public Instruction, thanked the Guild Executive for their kind invitation. He pointed out in the course of his brilliant address that Educational Conferences like this should try to arrive at a single point of view regarding the justifiability or otherwise of the blame attached to the present day education and the other problems facing the authorities. He then declared open the Agricultural Educational Exhibition.

Next the President in his eloquent address gave crushing answers to some of the cheap and misinformed criticisms levelled against the present-day system of education and the inspectorate. Adverting to the mother-tongue he pointed out that it was the most natural and easy medium and cited instances from his own observation and research to show that pupils who came through the mother-tongue medium fare better in colleges than the products of the English medium.

Next Sri K. Balakrishna Naidu, M.A., L.T., Assistant Headmaster, Kalyanasundaram High School, Tanjore led a

discussion on "How Secondary Schools can promote effective Citizenship."

When the conference reassembled in the evening Sri G. Krishnamurthy, M.L.C., our representative gave a thoughtful address on "The Teacher—his right place in Society". He appealed to the teachers to shed their inferiority complex and exercise their legitimate rights in shaping the educational schemes.

With a vote of thanks proposed by Sri P. V. Srinivasan, the Secretary, the conference came to a close.

\* \* \*

The annual General Body meeting of the Tanjore Dt. Teachers' Guild was held in the premises of the Sir S. Iyer High School, at 3-30 p.m. on the 30th of August, 1952 with the President Sri J. Amaladasan, B.A., L.T., in the chair.

The Secretary presented the Annual Report and the Audit Report. They were passed by the House unanimously.

It was resolved to include a new bye-law under section 5 as (2-b) "For every local Association of teachers in a town, all of whose members are members of the Guild through other associations as well, an affiliation fee of Rs. 5 for an association with less than 100 members and Rs. 10 for an association with more than 100 members shall be levied". Article I under Section X was amended as "Ordinarily the Guild will meet twice, one of the meetings being the General Body meeting in August."

Resolutions requesting the S.I.T.U. to take steps to secure for teachers better service conditions, were passed.

The following office-bearers were elected for the year 1952-53 :—

*President*—Sri J. G. Koil Pillai, B.A., L.T., Principal, St. Peter's High School, Tanjore.

*Secretary*—Sri S. Srinivasan, B.A., L.T., Kalyanasundaram High School, Tanjore.

*Representatives on the Executive Board of the S.I.T.U.*—

Sri S. Balasubramanian, B.A., L.T., National High School, Nagapattinam.

Sri R. Mahadeva Iyer, B.A., L.T.,  
Municipal High School, Mayu-  
ram.

Resolutions relating to salaries, service conditions, etc. for teachers, were passed.

A meeting of the Executive Board of the Tanjore District Teachers' Guild was held at St. Peter's High School, Tanjore on 22—11—1952, with Sri J. G. Koil Pillai, in the chair.

The President, at the outset, reported that charge had been handed over by the Ex-Secretary only on the 25th of October.

Next he gave an account of the work he and the Secretary had done at the meeting of the S.I.T.U. Executive Board in Madras on 20—9—1952, which was called to make a study of the questionnaire issued by the Secondary Education Commission. He also informed the Committee that in the name of the Guild he had extended an invitation to the Secondary Education Commission to visit Tanjore.

Next the meeting approved the arrangements that had been made to hold a Conference of English Teachers under the auspices of the Guild at St. Peter's High School, on 6—12—1952 under the Presidentship of Dr. Miss J. F. Forrester.

Then the meeting passed resolutions touching the T.A. of Executive Board Members, Budget, Affiliation Fee, Board of Studies, etc.

### COIMBATORE

The General Body Meeting of the District Teachers' Guild of Coimbatore and the Nilgiris was held on 15-11-1952, in the premises of the Board High School, Satyamangalam with Sri K. M. Ramaswami, President in the chair. The following office-bearers were elected for the year 1952-53.

**President**—Mr. G. R. Damodaran, Principal, P.S.G. College of Technology, Peelamedu.

**Secretary**—Mr. R. Rajagopal, Headmaster, Devanga High School, Coimbatore.

**Representatives for the S.I.T.U.**—

1. Mr. R. Rajagopal, The Secretary.

2. Mr. K. M. Ramaswami Goundar.

### TIRUCHIRAPALLI

The Quarterly Conference of the Tiruchy Distict Teachers' Guild was held on 1—11—1952 in the Zamindar High School, Turaiyur.

The Conference began with prayer. Sri V. J. Avadhani, Secretary of the Teachers' Association, Zamindar's High School, Turaiyur, welcomed the gathering of over 120 teachers. The President Mr. M. P. H. Albert introduced the lecturer Sri S. Thiruvengkatachariar, Professor of Social Studies, Karaikudi, who made the following points in his address.

(1) *The School has to discharge the function of the home more and more.*

(2) *To give a wider concept to citizenship and to service.*

(3) *The need for emphasis on the right idea of citizenship.*

(4) *The teachers of Social Studies should sit together and plan the number of units for the whole year.*

(5) *As regards activities, naturally, excursions take the predominant place.*

(6) *Another important aspect of Social Studies is the 'current events' section.*

The President next spoke a few words and pointed out how the chronological sense is sought to be instilled in his school and how the school can never take the place of the home in the education of the children.

The lecturer was thanked for his address by the Town Secretary, Sri R. Bhuvarahan, and then Sri G. Krishnamurti, M.L.C. was called upon to explain his programme.

Sri G. Krishnamurti explained the limitations under which he is placed as an independent member and also pointed out the advantages of remaining one. He showed how teachers through their organisations as well as individually, can help not only in his mission to better the service conditions of teachers but also in solving the problem of the education of the nation's children. He spoke about the Registry of teachers which the Guild was undertaking at

his suggestion and also of the questionnaire on Elementary Education which will be sent to the teachers' organisations and requested the members to co-operate with the Guild in these and other matters.

Sri R. Kandaswami, Vice-President, next appealed to Elementary School teachers to become members of the Guild.

Resolutions were passed requesting the Government to give facilities to Elementary School Teachers and Junior Deputy Inspectors to better their qualifications.

The President wound up the proceedings and the conference ended with a vote of thanks to the Correspondent of the Zamindar's High School, who was 'At Home' to the members of the Guild.

### MADURAI

The Business Meeting of the Madura Teachers' Association was held on the 25th October, 1952 at 2-30 p.m. in the Sourashtra Secondary School Hall with Sri P. Harihara Ayyar, B.A., L.T., in the chair. After transacting business of a routine kind, the following resolutions were unanimously passed.

1. To request the Secretary, Madura Teachers' Association to convey the condolences of this body to the bereaved families of late Sri A. Anbiah and S. Sankara-

narayana Ayyar and Pandit Srinivasa Ayyangar who were the members of the Association.

2. To form a sub-committee of 9 members representing each of the affiliated High Schools, to study the questionnaire of the Secondary Education Commission and prepare answers so as to submit the considered views of this long-standing association before the Commission when it is expected to go over here in due course.
3. To thank the Government for granting fee concessions to the Teachers' children as granted to the children of N.G.O's.
4. To request the Government to make provision for recruiting 1/3 of the senior L.T. Assistants or teachers who have put in not less than 15 years of experience whichever number is greater in all schools for the first grade of pay (165-5-205-10-245) and also to pay the Secondary Grade teachers in the scale of 65-5-130.

Resolutions requesting the Secretary of the Madura District Teachers' Guild as to why the General Body meeting of the Guild was not convened for a long time and the proposal to conduct refresher classes in teaching English as per new syllabus were adjourned for the next meeting.

## THE SOUTH INDIA TEACHERS' UNION

### Diary for the month of November 1952

- November 6. Journal Committee Meeting.
- " 8. Balar Kalvi—October 1952—published.
- " 10. Mr. C. R. Aiyengar, Journal Secretary, returned after a propaganda tour in South Kanara District from 20-10-52 to 9-11-52.
- " 13. South Indian Teacher—October 1952—published.
- " 18. Teacher M. L. C.s had Tea with the President.
- " 19. Appeal sent for contribution towards the Reception to the Secondary Education Commission.
- " 27. Journal Committee Meeting.



# ALL INDIA FEDERATION OF EDUCATIONAL ASSOCIATIONS

(Affiliated to the World Organisation of the Teaching Profession and Recognised by the Government of India for Representation at the International Educational Conferences.)

Registered under the Societies Regulation Act of 1860.

## A COUNTRYWIDE SURVEY ON TEACHERS' LIFE

Teachers of Free India have not yet been given that recognition and place in the free society to which they are entitled. The economic position of the teacher and his social life have been very depressing and most disheartening. A radical change in the general economic position of the teacher was most anxiously expected when the country attained its independence. Four years have elapsed with no appreciable change. The Federation therefore conducts an economic survey of the teachers' life.

Teachers in this country are requested to go through the questionnaire and answer the items without any reservation. The Federation hopes to have an up-to-date, and accurate assessment of the teachers' life.

1. Name of the teacher.  
(In Block Letters)

2. His Qualifications.

3. His post :

(a)

Primary.  
Secondary.  
University.

(b) His basic pay . . . . . in the scale of . . . . .

Dearness allowance . . . .

House Rent . . . . .

(c) Nature of the appointment :

Government . . . . .

District Board . . . . .

Municipalities . . . . .

Pension . . . . . or . . . . .

Provident Fund.

(d) Aided Management—Is it a registered body? Its financial resources . . . . .

Whether teachers have any representation on the Governing Body? If so in what proportion?

Is there a contract between the management and the teachers and if so nature of the contract.

Is there a Provident Fund and Insurance Scheme and Gratuity Benefits?

### 4. Economic Survey :

#### (a) Expenditure.

Amount  
Rs. as. ps.

(1) Rice—Wheat

(2) Non-cereals

(3) Oil-ghee

(4) Vegetables—Meat—Eggs  
Milk and Curd—Fruits

(5) Clothing

(6) Accommodation—lives in his own house or rented

(7) Medical Expenses

(8) No. of the members in the family, Children and other dependents.

(9) Family expenditure. Education of Children, Marriage and other ceremonies.

(10) Travelling connected with family and Social Life.

Are you a member of any club or society? Recreation.

#### (b) Indebtedness :

Is there a Co-operative Credit Society in your school?

What is the liability—any savings deposits—?

Have you taken a loan on your Provident Fund?

Does your income suffice your family budget?

If it is deficit how much every month?

## (c) Profession :

Are you a member of the Local Teachers' Association ?

Personal library—the journals you read.

Do you attend teachers' meetings and conferences and participate therein ?

Do you contribute any article to the Educational Journal ?

Do you serve on any Board or Committee ?

## (d) Political Life :

Are you a member of any Political Party ?

Are you interested in elections ?

Do you feel the urge to enter the legislatures ?

(N.B.—The teachers are requested to prepare this statement in duplicate and send one copy to the Federation and the other to the Office of the S.I.T.U. Madras-5.)

## S. I. T. U. PROPAGANDA

Sri C. Ranganatha Aiyengar, M.A., L.T., Honorary Publicity Officer of the Protection Fund and the Journal Secretary of the S.I.T.U. and Sri K. S. Chengalroya Iyer, Director of the Protection Fund, visited the following schools and colleges in South Kanara District from 21st October to 10th November, 1952. In response to their appeal a good number of teachers enrolled themselves as members of the Protection Fund and subscribers to the South Indian Teacher were also enlisted.

## At Mangalore :—

- (1) Besant National Girls' High School.
- (2) Canara High School.
- (3) Canara Girls' High School and Girls' Elementary School.
- (4) Basel Mission High School.
- (5) Padua High School.
- (6) Canara High School, Urva Branch.
- (7) Rosario High School.
- (8) St. Aloysius College and High School.
- (9) Sri Anandashramam High School, Ullal.
- (10) Ganapathy High School.
- (11) Sri Rama Higher Ely. School, Konchady.
- (12) Cascia High School, Jeppu.
- (13) Milagre's High School.
- (14) Lady Hill High School for Girls.

(15) St. Mary's High School for Girls.

(16) S. A. T. High School, Manjeshwar.

## At Udipi :—

- (17) Christian High School.
- (18) High School, Katapadi.
- (19) Cecyl's Girls' High School.
- (20) Milagre's High School, Kallianpur.
- (21) Mahatma Gandhi Memorial College.
- (22) The High School, Manjapal.
- (23) Board High School.

Attended the South Kanara District Teachers' Guild Council meeting on the 26th October and the Guild Conference on the 9th November, 1952.

Local agents have been appointed to carry on the work in the district.

Sri K. S. Chengalroya Iyer, Director of the S.I.T.U. Protection Fund Ltd. visited between the 17th and 27th November, 1952 the following schools in the Salem District and did propaganda for the Fund and enlisted members :—

- (1) Karaikurichipudur.
- (2) Mallur.
- (3) Peddannaikenpalayam.
- (4) Belur.
- (5) Vennandur.
- (6), Ayothiyapatnam.
- (7) Papireddipatti.

## OUR BOOK-SHELF

**HOW TO STUDY:** By E. W. Menzel.  
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In a neatly bound volume of over 200 pages, the author, a reputed research scholar in new type tests, gives useful tips both to teachers and students for the study of different subjects of school course including languages.

**LECTURES ON GRAMMAR AND IDIOM:**  
By C. A. Sheppard. (Essco, Ltd., Mount Road, Madras-2. Price : Rs. 5.14-0.)

Some important aspects of Grammar and Idiom in English language are chosen and dealt with thoroughly in these lectures. The book will be useful not only to the teacher of English language but also to the language students. It is interesting to note that the author is the grandson of the late R. S. Sheppard whose book, 'The Manual of English', was very popular with the students of old matriculation days, preceding S.S.L.C.

**SILVER JUBILEE SOUVENIR** of the Indian Geographical Society, 1952.

Edited by Dr. George Kuriyan, this volume, unlike many a souvenir volume which usually contains messages and reminiscences, is rightly full of interesting and useful articles on geography in general and on the geography of India in particular, and is a fitting memorial to the great work, of that enthusiastic scholar and Professor of Geography—the late N. Subramanya Iyer.

**TALES FROM INDIAN DRAMA:** By C. A. Kinkaid. (Oxford University Press. Price : Re. 1.)

The following famous Sanskrit plays are rendered in simple and readable English and put into the form of tales for easy reading by school children of higher forms :—

(1) Sakunthala, (2) Pururavas and Urvashi, (3) Malathi and Madhava, (4) The Grey Cart, (5) Rakshasa and the Signet Ring and (6) The Cloud Messenger.

**METHODS OF TEACHING TAMIL:** By V. Natarajan. (Rajam & Co., Edward Elliotts Road, Madras-4. Price : Re. 1-8-0.)

The writer is a well-known author of several books for use in training schools and this latest book will be of great benefit to the pupil teachers in training schools and also to Pandits in Tamil who have yet to change some of their old ways of instruction.

Receipt of the following publications is thankfully acknowledged :—

1. Citizenship Training—Camping. By G. George, B.A., L.T., Caldwell High School, Tuticorin. (A Pamphlet of 16 pages with a specimen programme.)
2. A. R. C. Girls' High School, Muthialpet—Report for 1951-52.

C. R.

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**Society has not always remembered them (teachers). Through ignorance and fear society destroyed the greatest teacher of antiquities, and the greatest teacher of all. Through carelessness and meanness society can in our own day destroy the esteem and standards of the teaching profession.**

—R. A. BUTLER

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2. 503	4	Sri L. R. Chandrasekhara Iyer, Headmaster, T. C. High School, Washermanpet, Madras.	1574 8 0
3. 5173	2	Mrs. P. M. Amadore, P. M. Ornella's Girls' Hr. Ele. School, Tuticorin.	515 8 0

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### Proceedings of the Director of Public Instruction, Madras.

R.C. No. 2218-L4/52, dated 9th December, 1952.

CONFERENCES: 27th All-India Educational Conference to be held at Nagpur from 27th to 31st December 1952—Attendance of teachers—Treating the period of absence as on duty—orders passed.

READ: From the President, The South India Teachers' Union, Triplicane, Madras, *Letter No. U/369, dated 3—12—1952.*

The President, The South India Teachers' Union, Madras, is informed that the Director has no objection to treating the period of absence of teachers attending the above conference as on duty by the respective managements. He is also informed that no expenditure on travelling allowance, etc. on this account will be admitted for grant purposes.

M. SRINIVASAN,  
For Director of Public Instruction.



## EDITORIAL

### The Nursery School Project, Madras :

The project started seventeen years ago with the object of establishing a chain of Nursery Schools in the City and the State has been making steady progress. It has fourteen schools directly affiliated with it and teachers trained under its auspices are working in 55 centres. The project has been maintaining a Nursery School and a Nursery Training School. These two are now affiliated with the St. Christopher's Training College and have taken the new name Balar Kalvi Nilayam. This affiliation would enable the project "to expand its activities and give more financial help either in the way of equipment or grants to some of the poorer centres already started and to encourage new centres to open." These are brave words that express an encouraging hope, for, the project has been greatly handicapped in its efforts all these years for want of finance. It depends on subscriptions of its members, donations from philanthropists and grants from government for its institutions and grants from the Red Cross Society, Delhi and Madras. The financial statement presented by the Treasurer on the occasion of the annual General Body meeting revealed the anxiety of those in charge of this commendable enterprise. The project organised a Flag Day and the generous response of the public was at once a source of encouragement and a solace.

As His Excellency, Sri Sri Prakasa, who presided at the annual meeting, rightly observed, the services of the project are needed very much in the country side. There the children are very much neglected through poverty

and ignorance and such institutions for the proper care and training of the pre-school child are a great necessity. It is almost impossible for the State to meet this need at the present juncture. Voluntary agencies, liberally supported and aided by generous patrons, have to shoulder this task.

The work of the Nursery Schools Project deserves high commendations and we hope that the noble lead given by our popular Governor when he announced a donation of Rs. 500, would be followed by others and the Project would be able to report considerable expansion in its work next year.

### Science Clubs :

Elsewhere we publish a list of science clubs in the schools of Madras State. It has been suggested that their activities should be co-ordinated and that it would be useful if the clubs should know something of the work done by their sister clubs.

The Science Co-operation Office for South East Asia at New Delhi, which is working under the auspices of the UNESCO, will be very glad to have reports of the activities of these clubs and will be willing to give such advice and guidance as may be possible.

We shall be glad to publish in the pages of our journal reports of the activities of these science clubs as also particulars of special teaching equipment improvised or devised by teachers.

### The Cyclone :

Our heartfelt sympathies go out to the thousands of victims of the Cyclone in Tanjore and Tiruchirapalli districts. Harrowing tales of suffering, loss of

life and property, continue to be received and from all accounts the people of those parts had to bear helplessly the fierce fury of the elements. In the general damage to property, schools have not been spared. School buildings, in rural parts, merely mean thatched sheds and light materials. These, we are told, have been swept away while the furniture and other equipment have been completely damaged. Rehabilitation work has to be commenced quickly and side by side with providing the people with food and clothing, work has to be undertaken to help them to reconstruct their houses. The education of the children should not be neglected. Rebuilding the schools should be taken up as a part of the relief measures. The total damage caused by the cyclone is estimated to be more than five crores and we earnestly hope that the appeal of

Sri Rajaji, our Chief Minister, will evoke a generous response so as to give effective help to all those affected by the cyclone—the severest in recent times.

**The late L. R. C. :**

We deeply regret to record the demise of Sri L. R. Chandrasekara Iyer at the early age of 52. He was the Headmaster of the Theagaraya Chetti High School, Washermanpet. He took an active interest in our organisation. He was a Vice-President of the Madras Teachers' Guild and had served as Secretary of the Madras Teachers' Guild Co-operative Society Ltd. for several years. In his death, the teaching profession has lost an esteemed member and valuable worker. We offer his wife, two sons and two daughters our deep sympathies in their sad bereavement.

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## ALL-INDIA EDUCATIONAL CONFERENCE

### NAGPUR

The XXVII All-India Educational Conference will be held at Nagpur from 27th to 31st December 1952 under the Presidentship of Prof. Diwan Chand Sharma, M.A., M.P.

Members, who wish to attend the Conference, have to register their names as delegates by sending Rs. 2/- to the Reception Committee and on the payment of the delegation fee, the Railway Concession forms will be sent to the parties concerned.

RECEPTION COMMITTEE OFFICE,  
XXVII All-India Educational Conference,  
Bharat Scouts & Guides,  
DHANTOLI, NAGPUR.